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| **Halifax County Schools Elementary School Lesson Plan** | | | | | | | | | | | | |
| Subject: ELA | **Teacher:** | | | **Grade Level: Second Grade** | | | | | | **Date(s): August 29 – September 2** | | |
| **Curriculum Area:**  **Reading and Writing** |  | | | **I Can Statements /Learning Targets**  I can answer questions as I read. (who, what, when, where, how, why)  I can participate in discussions with my teachers and classmates.  I can write about an event in my life. | | | | | |  | | |
| **Content :**  Common Core Standards & Essential Standards | **RL 2.1** – Ask and answer, such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  **RL 2.7 –** Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot  **RI 2.1 –** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  **RI 2.7 -** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text  **RF2.3 –** Know and apply grade-level phonics and word analysis in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. ( short vowels)  **RF 2.4a –** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.  **W 2.3 -** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  **SL 2.1 A, B, C-** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  **A.** Follow agreed-upon rules for discussions  **B.** Build on others’ talk in conversations by linking their comments to the remarks of others  **C.** Ask for clarification and further explanation as needed about the topics and texts under discussion  **SL 2.6 -** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  **L2.1a** –Create readable documents with legible print.  **L 2.2a -** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographical names.  **L 2.2b** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas in greetings and closing of letters. | | | | | | | | | | | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?) | Why do people read?  Why do we ask questions as we read?  What are readers thinking about as they read?  What is the purpose of communication??  What impact does listening have?  Why do we write? | | | | **Higher Order Thinking/Revised Blooms:**  Needs to be specific to the text used in the classroom.  Knowledge questions: Who? What? When? Where? How? Why? | | | | **Technology Standard**  **2.SE.1.1** Use technology hardware and software responsibly**.**  **2.SE.1.2** Explain why safe use of electronic resources is important.  **2.SE.1** Understand issues related to the safe, ethical, and responsible use of information and technology resources. | | | |
| **Vocabulary:**  Academic/Content | Question answer text selection passage paragraph illustrations events details fluently expression independent  Images diagrams charts, graphs Collaboration conversation discussion comments | | | | | | | | | | | |
| **Materials/resources** | \*Books for read aloud lessons re: friendship or school \*Animal Ears passage from readworks.org \*large flipbook created from construction paper or chart paper \*individual blank student flipbooks (flips for who, what, when, where, why and how) \* books for Daily 5 read to self rotation \*cards for students to record their AR/guided reading level/lexile level for good fit books Daily 5 book \*FCRR.org phonics \* Ziplock bags for book bags <http://www.uen.org/Lessonplan/preview?LPid=13889> (narrative writing) | | | | | | | | | | | |
| **Daily Five Activities for the Week** | **Read to Self**  -Introduce read to self and  -Students pick good fit books  -practice read to self | **Read To Someone** | | | | **Listen to Reading** | | **Word Work**  <http://www.fcrr.org/studentactivities/P_029a.pdf>  Short vowel closed sort | | | | **Work on Writing** |
| **Monday**  **Subject Integration:** | **Include a first day activity such as the T-Shirt (all about me)**  **Whole Group (Teacher inserts read aloud time through out the week with a second-third grade level book. Models questions during reading)**  ***Reading***  3 ways to read a book from the Daily 5. Read the pictures, read the words, retell the story.  Create 3 Ways Chart and model with a read aloud you choose. Suggestion: Chester’s Way by Kevin Henkes (Can be located on Storyline Online) | | | | | | **Small Group**  Teacher will model how to pick good books for independent reading time and have students assist in creating IPICK chart  Teacher and students will create the “I” chart for expectations during read to self. | | | | **Independent Work** | |
| **Tuesday**  **Subject Integration:**  Social studies – Roles of (classroom) citizens | **Whole Group**  ***Reading Literature***  \_*Mini lesson* on classroom procedures for speaking and listening during class. Suggest a chart is completed whole group for rules for discussions for the citizens of the classroom to follow. Review as needed.  -*Mini lesson*  -Today students will discuss the importance of asking and answering Who What When Where Why & How questions.  -You may know how to ask questions, but your questions can become even more powerful, if you consider why…Why do we ask questions before we read? Why do we ask questions during reading? Why do we ask questions after we read?  -Teacher models with a read aloud asking questions throughout the story. Can use read aloud book from earlier in the week.  -Teacher stops and tells students she will read a few pages and ask have students to come up with their own questions with their groups. Teacher rotates as this is accomplished.  -Students share their questions with responses from the teacher.  -Teacher reviews learning covered today with input from students. | | | | | | **Small Group**  Teacher and students review the “I” chart for read to self.  Students have the opportunity to pick books for their book bags after teacher shares the Guided Reading/AR/Lexile levels from the 2014 EOY. | | | | **Independent Work** | |
| **Wednesday**  **Subject Integration:** | **Whole Group**  ***Reading Literature***  -Teacher asks students to share what was covered in Tuesday’s lesson.  -Today students will learn about “right there” explicit questions and create their own.  -Teacher models with her own questions for the cover/illustrations and beginning of the book.  -Students listen to the next section or follow along in individual books and create a “right there” question.  -Students share their questions with their groups and then the entire class.  -Teacher reviews information covered today with a “right there” questions chart.  ***Writing – Narrative***  <http://www.uen.org/Lessonplan/preview?LPid=13889>  This lesson can be broken up into more than one class period. Teacher needs to model narrative writing on the first day. Create a class writing document with input from the students to post as an exemplar. | | | | | | **Small Group**  Teacher and students review the “I” chart for read to self.  Teacher monitors rotation  1 rotation for students to work on read to self | | | | **Independent Work**  Students create one question pertaining to the book they are reading – read to self | |
| **Thursday**  **Subject Integration:**  Science (sound) | **Whole Group**  ***Reading Informational text***  -Focus and review by going over the chart created Wednesday  -Purpose is to review “right there” questions by creating a question flip chart.  -Students complete a choral read for the passage (Animal Ears). Teacher asks for suggestions from each group for a “What” question. Teacher models writing the question on her large scale flip book.  -Teacher explains students are to copy the Question words on their own flipbooks using the large flipbook as an example. Teacher rotates as this is completed.  -Students share out what was covered today during the lesson and created one “right there question on their own flipbook as an exit ticket.  ***Writing – Narrative***  Begin the prewriting process with the students today. Students will have the same prompt. | | | | | | **Small Group**  Teacher and students review the “I” chart for read to self.  Teacher monitors rotation  1 rotation for students to work on read to self | | | | **Independent Work**  Students create “right there” questions for the book they are reading during read to self | |
| **Friday**  **Subject Integration:**  Science (sound) | **Whole Group**  *-Mini lesson* RF review of long/short vowels. <http://www.abcfastphonics.com/vowel-rules.html> Share lessons on the Smartboard whole group  ***Reading Informational text***  -*Mini lesson* (Review)Teacher shares exemplar questions created by students yesterday and scaffolds input for students as they create questions in their flipbooks with support from the “Animal Ears” passage.  ***Writing – Narrative***  Students continue with their graphic organizers or begin writing their narrative. | | | | | | **Small Group**  Teacher introduces “I” chart for work on words  Students rotate to 1 work on words session (fcrr.org activities for short vowels and 1 read to self as students | | | | **Independent Work**  -Students that are demonstrating mastery create their own questions in their flipbooks using “Animal Ears”  Students create “right there” questions for the book they are reading during read to self | |
| **Reflection-Checking for Understanding**  Students in need of remediation:  Action/Activities: | | | **Reflection-Checking for Understanding**  Students on target:  Action/Activities: | | | | | | | | **Reflection-Checking for Understanding**  Students who need enrichment:  Action/Activities**:** | |